

Transition Training Class

Case Study 1

Taylor is a 16 year old 10th grade student in a resource program at his large high school. He has learning and behavior problems. He does not like school and may be a potential dropout. He does not always get along with his peers and has difficulty taking correction from his teachers. He does not participate in any extra-curricular school activities and does not show an interest in doing so. His teachers report a lack of motivation in him, but also see a great deal of potential if he could just “get hooked” on something at school.

Taylor has a job after school in an automotive shop. He is happiest when he is at work. Although he has been missing more school lately, he is never absent from work. His boss likes him and feels there is a future for him there.

Taylor’s family has “given up” on him. They are frustrated with his school discipline problems and can’t seem to control his poor school attendance. He is rarely at home. No one in his house has finished school. His parents seldom come to school staffings and are often irritated when school personnel contact them to address his problems.

It was discussed at Taylor’s transition meeting that perhaps he could benefit from having a “Big Brother” or mentor from the community. It might also be good for him to consider being a volunteer at a camp for underprivileged children during the summer. He seemed to show some interest in the volunteer work, but was afraid it would interfere with his current job. According to Taylor’s transition questionnaire, he has aspirations of opening his own automotive repair shop or becoming a manager in one of those shops. When asked to describe his disability in his own words, Taylor explained that his parents made him stay in “these classes” and he really doesn’t need extra help.